



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

1600 E Watson Dr, Tempe, AZ 85283

Tempe Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2003-04 Highly Performing
2002-03 Performing
2001-02 Underperforming

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. Reynaldo Cruz
Schedule : 07:00 AM to 03:30 PM
Grades : 6-8
2004 Enrollment : 1053
Web Address : www.tempeschools.org/fees
Phone Number : (480) 897-6063
Fax Number : (480) 838-0853
E-mail : rcruz@tempeschools.org

Mission

Professional staff and supportive families will work collaboratively to ensure the academic, emotional and social development of our students.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04 Not Met
2002-03 Met
2001-02 N/A

School Improvement Status (b)

2003-04 Year 2
2002-03 Year 1
2001-02 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Improve Reading scores on the new AIMS Test.
- ü Improve Math scores on the new AIMS Test.

Enrollment

October 1, 2003 School Year Student Enrollment : 1068
Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 188

Instructional Programs

- Ü Honors Classes
- Ü Computer Labs
- Ü Sheltered English Immersion
- Ü On-site Special Education, PALS
- Ü Native American Education

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 45 minutes
First Day of School :	8/9/2004
Last Day of School :	5/25/2005

Shared Responsibilities

School

We provide a variety of opportunities for parental involvement. We engage in regular written and oral communication with parents in the appropriate language. This communication includes information regarding students' programs of study and district/school rules.

Parents

Parents are asked to ensure their child's daily and punctual attendance. Parent responsibilities include establishing a time and place for homework and studying; monitoring students' reading 30 minutes; checking the student planner; supporting the school's rules and dress code; interacting with others in a respectful manner.

Transportation Policy

Fees follows a standardized district-wide policy on transportation safety and behavior. Violations of policies are referred to the school for corrective or disciplinary action. Busing boundaries are established and approved by the Governing Board.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Tempe Diablos Educational Excellence Awards	2002
Ü MedTronics Star Grant Recipient	2003
Ü Chase Manhattan Educator Award (2)	2003
Ü 21st Century Community Learning Center	2001

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	332	1312	75001	98	100	99	454	452	468	50	53	37	33	30	36	10	9	16	8	8	10
All Students (Prior Year)	336	1219	71167	100	99	99	447	452	463	57	47	38	30	38	41	10	10	14	3	5	7
Female	175	645	36846	98	100	99	447	451	468	55	51	36	31	34	38	10	9	16	4	6	10
Male	157	666	37974	98	100	99	463	452	467	44	55	39	35	27	34	9	9	16	12	9	11
African American	37	169	3720	90	98	98	445	439	446	59	63	53	27	29	33	11	6	9	3	1	4
Hispanic	105	535	26675	97	99	98	447	439	448	51	61	52	36	29	34	9	6	10	4	3	4
Asian/Pacific Islander	NC	64	1575	NC	100	99	NC	474	504	NC	38	18	NC	35	33	NC	10	20	NC	17	29
American Indian/Alaskan Native	56	103	4731	97	98	98	424	423	438	76	77	61	18	20	30	6	3	7	0	0	2
White	124	435	37785	100	100	99	474	471	482	37	38	25	37	34	39	11	14	21	15	14	15
Students with Disabilities	30	174	8802	86	100	100	400	407	418	100	91	79	0	6	16	0	2	3	0	1	1
Students without Disabilities	302	1138	66199	99	99	99	460	457	472	45	48	34	36	33	38	11	10	17	9	8	11
Limited English Proficient Students	72	310	11710	100	100	100	416	413	429	86	85	70	14	14	25	0	0	4	0	1	1
Migrant Students	--	--	709				--	--	442	--	--	57	--	--	34	--	--	7	--	--	2
Economically Disadvantaged	129	658	29814				434	433	448	68	69	53	22	24	33	8	5	10	2	2	4
Non-Economically Disadvantaged	203	654	45170				467	467	479	39	40	28	39	36	38	11	12	20	11	12	14

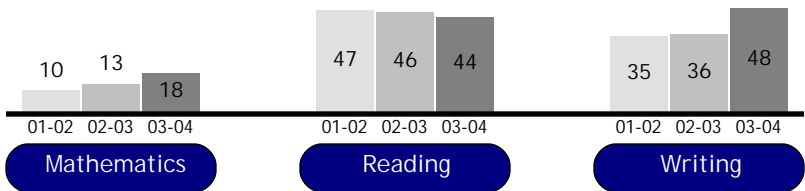
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	332	1311	74918	98	100	99	488	484	497	41	43	32	15	19	19	31	26	35	13	12	15
All Students (Prior Year)	338	1218	71100	100	99	99	494	495	502	28	30	25	26	23	21	32	36	40	14	12	15
Female	175	645	36805	98	100	99	488	490	501	43	40	28	12	19	19	33	28	37	13	14	16
Male	157	665	37936	98	100	99	489	478	493	39	47	35	18	19	18	29	24	33	14	10	14
African American	38	170	3719	93	98	98	479	471	481	47	53	43	11	20	21	32	23	29	11	4	7
Hispanic	106	535	26645	98	99	98	480	471	478	47	55	46	19	18	20	27	21	27	7	6	6
Asian/Pacific Islander	NC	64	1571	NC	100	99	NC	497	521	NC	35	18	NC	13	15	NC	31	38	NC	21	30
American Indian/Alaskan Native	56	103	4729	97	98	98	453	457	468	76	68	57	12	18	19	10	13	19	2	1	4
White	122	433	37773	99	100	99	510	505	511	22	24	20	15	21	18	40	34	41	23	21	21
Students with Disabilities	31	175	8801	89	100	100	425	440	448	91	79	75	5	11	13	5	8	10	0	2	2
Students without Disabilities	301	1136	66117	99	99	99	493	489	501	37	39	28	16	20	19	33	28	37	14	13	16
Limited English Proficient Students	72	310	11706	100	100	100	441	440	454	85	83	71	15	15	16	0	2	12	0	0	1
Migrant Students	--	--	706				--	--	467	--	--	55	--	--	22	--	--	20	--	--	4
Economically Disadvantaged	128	657	29785				466	466	477	65	60	47	12	17	20	18	18	26	5	5	6
Non-Economically Disadvantaged	204	654	45115				501	499	508	28	30	23	17	20	18	38	32	39	18	18	20

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	332	1309	74503	98	100	99	470	468	491	13	15	9	40	37	32	43	43	51	5	5	8
All Students (Prior Year)	334	1185	69001	99	96	96	482	484	490	24	22	17	40	41	37	36	37	45	0	0	1
Female	175	645	36686	98	100	99	477	485	506	9	9	5	38	38	29	46	47	57	6	6	9
Male	157	663	37644	98	99	98	462	451	476	16	22	13	41	37	36	39	38	45	3	3	6
African American	36	168	3677	88	97	97	470	469	475	17	14	12	36	41	36	42	40	46	6	4	5
Hispanic	106	534	26500	98	99	97	456	446	467	10	16	13	50	47	39	35	34	44	5	3	4
Asian/Pacific Islander	NC	64	1566	NC	100	99	NC	488	537	NC	13	5	NC	37	23	NC	40	55	NC	10	18
American Indian/Alaskan Native	56	103	4695	97	98	97	430	433	464	22	23	14	43	44	39	35	32	44	0	1	3
White	124	435	37606	100	100	99	493	492	508	10	13	6	32	26	28	52	54	56	7	7	10
Students with Disabilities	30	173	8662	86	100	100	380	398	409	52	48	37	33	30	42	14	21	20	0	1	1
Students without Disabilities	302	1136	65841	99	99	98	476	476	499	10	12	7	40	38	32	45	45	53	5	5	8
Limited English Proficient Students	72	310	11608	100	100	100	419	408	430	23	26	23	49	57	47	28	17	28	0	0	1
Migrant Students	--	--	701				--	--	449	--	--	17	--	--	43	--	--	38	--	--	1
Economically Disadvantaged	129	657	29587				440	447	465	20	21	14	44	43	40	34	34	43	2	3	4
Non-Economically Disadvantaged	203	652	44898				487	485	507	8	11	7	37	33	28	48	50	55	7	7	10

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	99	46	40	49	98	49	47	53	95	51	NA	56
	Language	99	38	33	42	98	40	38	45	97	40	38	48
	Mathematics	98	52	46	58	97	54	53	62	98	55	56	66
7	Reading	100	44	41	48	94	51	45	51	95	52	NA	54
	Language	100	45	43	51	96	52	47	54	96	51	50	58
	Mathematics	100	42	43	54	96	49	46	58	96	50	50	62
8	Reading	100	44	41	49	98	48	45	53	97	50	NA	55
	Language	100	37	35	46	97	40	38	49	98	44	41	52
	Mathematics	100	41	42	54	98	44	48	58	97	47	48	61

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Fees Middle School

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 9 Teacher(s)
- 7 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- ü Curriculum Development
- ü Instructional Strategies
- ü School Safety Issues
- ü Parent/Educator Relations
- ü Budget Expenditures
- ü Multicultural Activities

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	3.00	Teacher	64.38
Other Professional Staff	6.00	Teacher Aide	25.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	19	10	0	0
4 to 6 years	6	2	0	0
7 to 9 years	7	1	0	0
10 or more years	10	19	0	1

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	52
Core academic classes taught by Highly Qualified (NCLB) teachers.	37
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- ü Computer Labs--Writing, Math, Ind. Tech.
- ü One Computerized Library/Media Center

Extracurricular Activities

- ü National Junior Honor Society
- ü Jazz Band/Swing Choir/Fiddlers
- ü Soccer/Cross Country/Girls Volleyball
- ü Wrestling/Boys Basketball/Girls Softball
- ü Girls Basketball/Boys Baseball
- ü Student Council

Social Services

- ü School/Business Partnerships
- ü Title I Instructional Programs
- ü Parent Programs
- ü Breakfast/Lunch Programs

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Title I schoolwide program: PTSA development/training; parenting classes; enhanced staff development; summer school scholarships; curriculum/goals development; teacher collaboration.
- ü Tutoring; community collaboration.

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	94	95	93	95
Transfers Out ⁵	--	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	--	10	9	9
Promotion Rate ⁸	--	98	98	94
Retention Rate ⁹	--	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

% of Students Achieving One Year's Growth		
	Reading	Math
Grades 5-6	74	63
Grades 6-7	67	62
Grades 7-8	68	68

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Campus safety programs include such features as establishing a Safety Cadre and posting a Crisis Management Plan in every room. Procedures are reviewed & emergency drills practiced. A Safety Officer and Police Liaison monitor the campus daily.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

29

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Reynaldo Cruz	(480) 897-6063
Transportation Policy	Paul Novak	(480) 350-9006
Community Resources	Jolyn Gibbons	(480) 897-6063
School Nutrition Programs	Michelle Docherty	(480) 897-6063
Parent Organization	Lorraine McLean	(480) 897-6063
Student Health/Nurse	JoAnne Adey	(480) 897-6063

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. February 2005

Total cost of printing: 12 Pages X .0318 Per page X 10 Copies = \$4.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.